



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

SCIENCE

FRIDAY, MARCH 7, 1913

CONTENTS

<i>Physics and Daily Life:</i> PROFESSOR C. R. MANN	351
<i>On the Appearance of Helium and Neon in Vacuum Tubes:</i> PROFESSOR J. J. THOMSON	360
<i>The Smithsonian African Expedition</i>	364
<i>The Institute of Arts and Sciences of Columbia University</i>	365
<i>Scientific Notes and News</i>	366
<i>University and Educational News</i>	368
<i>Discussion and Correspondence:</i> —	
<i>Cytological Nomenclature:</i> PROFESSOR C. E. McCCLUNG. <i>A Suggested Classification of Writings on Eugenics:</i> DR. C. B. DAVENPORT. <i>Equine Piroplasmosis in the Canal Zone:</i> S. T. DARLING. <i>A Request from the American Society of Naturalists:</i> PROFESSOR BRADLEY MOORE DAVIS. <i>Facts about the Accounts of Learned Societies:</i> PROFESSOR SIMON N. PATTER. <i>Is the "Academic" Costume Worth While:</i> J.	369
<i>Scientific Books:</i> —	
<i>Barrows's Michigan Bird Life:</i> J. A. A. Wilson and <i>Hedley's School Chemistry,</i> Hale's <i>Chemistry for Engineering Students,</i> Unger's <i>Questions and Problems in Chemistry:</i> J. E. G.	372
<i>Special Articles:</i> —	
<i>The Temperature Coefficient of the Coagulation caused by Ultraviolet Light:</i> W. T. BOVIE	373
<i>The Botanical Society of America:</i> PROFESSOR GEORGE T. MOORE	375
<i>Societies and Academies:</i> —	
<i>The Anthropological Society of Washington:</i> WM. H. BABCOCK. <i>The Philosophical Society of the University of Virginia:</i> PROFESSOR WM. A. KEPNER. <i>The Elisha Mitchell Scientific Society:</i> PROFESSOR JAMES M. BELL	387

MSS. intended for publication and books, etc., intended for review should be sent to Professor J. McKeen Cattell, Garrison-en-Hudson, N. Y.

PHYSICS AND DAILY LIFE¹

THE school system of Germany has often been held up to the teachers of this country as a model of perfection. Germany has been called a nation of schoolmasters, and the wonderful progress of its industries has been attributed in no small measure to the rigid training and high efficiency of its gymnasia, its universities and its vocational schools. Even at the present moment our country is being urged on many sides to establish alongside the regular public secondary schools an independent system of vocational schools, the chief argument in favor of this plan being the fact that it was "made in Germany."

Notwithstanding the fact that the reputation of the German schools is so brilliant on this side of the Atlantic, there are many thoughtful and earnest dwellers in the Fatherland who consider the training given by their schools to be of very doubtful educational value. Thus, some twenty years ago Emperor William II. called a congress of the leading schoolmen of Germany to consider what could be done to bridge the chasm that yawned so wide and deep between the work of the schools and the daily lives of the pupils. Little was accomplished as the result of this congress. The schoolmen declared it were little short of sacrilege to experiment with schools, which had always enjoyed a reputation for perfection equaled only by that of the medieval monks. Since that time, the vocational and industrial schools of Germany have developed alongside and, in large

¹ Presented at the conference of the University of Illinois with the secondary schools of the state, November 22, 1912.